# RE-AIM Planning Approach to Enhance Translation and Dissemination: Questions to ask when planning programs or developing assessment plans

<table>
<thead>
<tr>
<th>Dimensions for Dissemination</th>
<th>Questions to Ask of Potential Programs</th>
<th>Strategies to Enhance Future Translation and Dissemination</th>
</tr>
</thead>
</table>
| Reach (individual level)    | • What percentage of the target population would come in contact with your program?  
• Will you reach the most needy?  
• Will research participants reflect the targeted population? | • Formative evaluation with potential users and nonusers  
• Small-scale recruitment studies to enhance methods  
• Identify and reduce participation barriers  
• Use multiple channels of recruitment |
| Effectiveness (individual level) | • Will the intervention likely affect key targeted outcomes?  
• What unintended adverse consequences may occur?  
• How will impact on quality of life be assessed? | • Incorporate tailoring to individuals  
• Reinforce messages via repetition, multiple modalities, social support and systems change  
• Consider stepped care approaches  
• Evaluate adverse outcomes and quality of life for program revision and cost-to-benefit analysis |
| Adoption (setting or organizational level) | • What percentage of target settings and organizations will use the program?  
• Do organizations include high-risk or underserved populations?  
• Does program fit with organizational goals and capacities? | • Conduct formative evaluation with adoptees and non-adoptees  
• Recruit settings that have contact with the target audience  
• Develop recruitment materials outlining program benefits and required resources  
• Provide various cost options and customization of the intervention |
| Implementation (setting or organizational level) | • Can different levels of staff successfully deliver the program?  
• What proportion of staff within a setting will agree to program delivery?  
• What is the likelihood that various components will be delivered as intended? | • Provide delivery agents with training and technical assistance  
• Provide clear intervention protocols Consider automating all/part of the program  
• Monitor and provide staff feedback and recognition for implementation |
| Maintenance (individual and setting levels) | • Does the program produce long-term individual behavior change?  
• Will organizations sustain the program over time?  
• What are characteristics of persons and settings showing maintenance? | • Minimize level of resources required  
• Incorporate “natural environmental” and community supports  
• Conduct follow-up assessments and interviews to characterize success at both individual and setting levels  
• Consider incentives and policy supports |